

Director of Training

Document No. 53

19 January 1960

NO CHANGE in Class. ☐☐ DECLASSIFIED

Educational Specialist

Class. CHANGED TO TS S (C)

DDA Memo, 4 Apr 67

Abstract of Article

Auth: DDA REG. 77/1763

Date: 070278 By: 025

The following represents an abstract from "New Forces in School Administration" by Daniel E. Griffiths, Associate Professor of Education at Teachers College, Columbia University, as written in the January 1960 issue of Overview.

a. There has been a recent trend to add specialists to the school administrator's staff, among which would be the business administrator and the instructional staff administrator.

b. There is a growing use of the behavioral science in terms of an administrator handling his personnel. In the future administrators will be more concerned with personal study in the following areas:

1. Motivation--What is it that causes people to do what they do?

2. Perception--How does the administrator perceive his role in a community?

3. Communications--The administrator talks or listens 90 per cent of his time.

4. Power Structure--Does the administrator have a knowledge of what holds the community together?

5. Authority--How does authority affect the behavior of his teachers, other staff personnel, and ultimately the students?

6. Group Dynamics--What are the functions of the members and how are they best controlled in such as board meetings, teacher meetings, etc.?

CONFIDENTIAL

7. Decision-Making--What are the implications and effects on people of decisions made by the administrator?

8. Leadership--The administrator is the educational leader in the community. What are the resulting implications?

(None of these questions was answered by the author but merely raised as points of stimuli.)

c. The latest trends in training administrators:

1. The case method.

2. Internship--Actual experience on the job is given under the guidance of a successful administrator and the student's university professor.

3. More emphasis is being aimed at producing an administrator who is an educated man; that is, such areas as cultural heritage, humanities, the place of science in modern life, etc.

4. Preparation of the basic skills for administration--speaking, listening, business management, leadership in groups, analyzing the community, developing in-service programs.

5. Simulated situations--Instruction on a model of a school system wherein the student is presented with a variety of the system's problems and is expected to solve them (used presently at the University of Chicago, Stanford, and Teachers College, Columbia).

d. Summary: The trend in training school administrators is away from bonds, buildings, and buses, and is now toward the true content of administration; i. e., people.

e. This magazine has been circulated through the staff of DTR, and before returning it to the A&E library I will send it to Chief, IS, for his information. I see no immediate actions implied by the above or other articles. The interest to OTR in this issue was quite general.

CONFIDENTIAL